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## Especially for Homemakers

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# Especially for...



## HOMEMAKERS

by Candace Hurley  
Homemaking Editor

### Live With Color —It's Here

MAY'S SUN sneaks in the windows and all of a sudden the everyday furnishings around home look a little faded, jaded and weary.

Painting, papering and maybe buying some new furnishings come to mind. "But what about the color?" you ask. There's color help for you now in a booklet called "Live With Color." You can get the booklet by visiting, writing or calling your County Extension Office. Or, request the booklet directly from the Publications Distribution Room, Morrill Hall, Iowa State University.

One note: There are practical pointers for you in the use of color, but you'll learn more about the mystery of color if you study the section "Getting to Know Color."

### Going Shopping? Do You Dress Up?

SHAKESPEARE knew what he was saying when he wrote, "All the world's a stage, and all the men and women merely players."

We do act out our roles—and we dress for them—even for such adventures as clothes shopping.

Changing clothes before we go downtown to shop, psychologists say, is our way of symbolizing that the "stage" and situation have shifted. We're on our public behavior, and we set a role for

ourselves as we wish others to see us.

Nine out of 10 Michigan homemakers in a community of 10,000 said they changed their clothing before going shopping for clothes. When asked what kind of outfit they selected—a "dress-up" outfit such as suit with hat and accessories, or a "semicasual" dress such as a street dress or skirt and blouse, or "casual" such as housedress, cotton dress or sweater and slacks—opinions differed.

About half of the women wore "semicasuals" while shopping; the remaining half were equally divided between "dress-up" and "casual" apparel.

Asked "why" their choice of outfits, the women gave two main types of reasons: (1) If status (being socially accepted) was important, the women viewed the shopping situation as important to their self-esteem. Even how the saleswoman responded to them was important. (2) If status wasn't important, being practical was; and the women dressed accordingly: "It's easy to get in and out of." "It's more comfortable."

"Dressing-up," researchers noted, tended to be done by the women who belonged to more organizations, who came from larger communities, or whose husbands were striving for occupational success. Wearing "casuals," they

found out, usually went along with a kind of social-psychological security of the women "knowing their place in the community" or of knowing the security of the husband's job.

### Vinyl Also at Home On Kitchen Walls

IT'S PRACTICAL, and it's pretty. It's meant to be scrubbed with mild soap and water. It's vinyl plastic wall covering. And it's a dandy for kitchens as well as all-around-the-house.

June Brown, extension home furnishings specialist, tells about this newcomer to the market. The wide range of handprint designs, textures and colors, she says, means that these vinyl papers can find their proper decorating use in the kitchen also. And what nicer way to blend wall color with kitchen cabinet furnishings?

Added cheerful thought: These papers are said to resist fading, oils, grease and scuffing.

### A Gift for Your Child —Self-Confidence

IS YOUR CHILD self-confident? Does he respect himself, you, other people?

Self-confidence is an attitude—an attitude about oneself. It shows in how we feel and in how we act. It's a prize possession—a gift that only parents can give to a child through gentle support and guidance day after day after day.

This kind of support has nothing to do with economic status or with how well educated you are or in what social circles you move. What does count is the kind of relationship that exists between parents and child.

There are four areas in which you can give specific guidance. All are areas that count—*affection, respect, approval* and *help*. These are the building blocks. Used wisely—your child comes to feel that he is worthy as a person. Used unwisely, he feels that he is not.

**Affection** is the foundation of parental guidance. If this is pres-

ent, a child knows he is loved, regardless of his behavior.

Consider these powerful parental weapons or variations of them that often are aimed toward the child: "If you don't go to bed this instant, Mother won't love you anymore." "If you don't behave, Daddy will leave and never come back."

Such comments are unusually effective—but also extremely dangerous. A child is not always able to distinguish between himself and his behavior; he can get confused. He can easily believe that, because you get irked with his behavior, you don't love him as a person.

Here affection must play its constant role. "It's not *you* I dislike; it's what you are doing." The firm ground is assurance—assurance that the child is worthy and loved by his parents even though the act is not condoned.

**Respect**, like affection, is double-edged—adults for the child and the child for his parents. Behind this two-way exchange is a basic truth. If you wish to gain respect, you must have it for others. This implies that, day in and day out, the climate for parent-child respect is consistent. Only then is the child conditioned to respect himself and others.

Respect is teachable. Learning to give and accept respect can begin early. It can start with little things that a 2-year-old is capable of understanding and doing—leaving the kitchen drawers intact, for example. Such teaching becomes even easier if a 2-year-old has "a drawer all his own."

Any 10-year-old, seeing a warm cherry pie on the kitchen counter, would want a sample. But, if respect has been built up all along, he'd pause first and ask Mom if the pie is to be saved for dinner guests, the family or a bakesale at school. Likewise, a 13-year-old, whose parents don't open his mail without his permission, isn't likely to open theirs.

Respect acknowledges the pri-

vacy of family members. It sets a tone of give and take. It requests permission before borrowing sister's red belt or new sweater. It smoothes the pathway of family interaction.

Learning respect doesn't happen overnight. It takes practice and patience. But a final by-product of two-way respect is that a child comes to believe that he is indeed a worthy person.

**Approval** gives a child recognition for achievement. It helps him approach others with confidence.

Think for a moment what the following phrases mean: "Bill, I wish you would speak to *your* son." "Behave yourself." "Did you do that?" "Why did you do that?"

Just for one day, try counting the "don'ts," the "stops" and the "quiets." How do they compare with "that's fine," "try it," and "you are big."

Approval can be overdone. Certainly praise isn't needed or desired for every little act. However, an adequate dose does help reinforce desirable behavior and boosts a child's self-esteem.

**Help** is the final support to aid a child to develop self-confidence

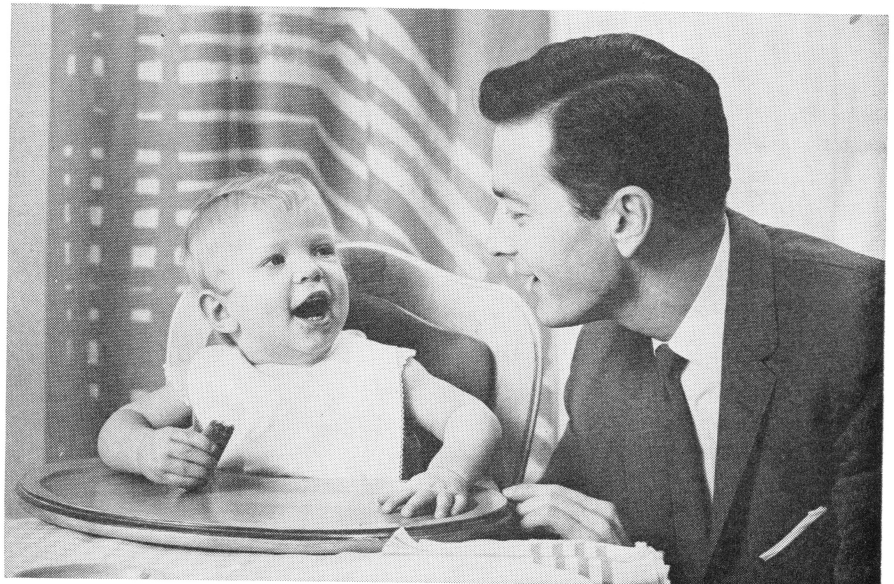
and self-respect. Questions parents ask are, "How can I tell if I'm doing too much for them?" or "... if I'm doing too little?"

The individual child is the clue. Study him. Why is he asking for help? Is it for attention, for praise, or does he simply lack the coordination to complete the task? Are there younger children in the family who receive more of your time? Do you stress independence? Or do you inwardly enjoy his dependence?

Too much help stimulates over-dependency. Too little encourages feelings of inadequacy and exaggerated independence?

There are many ways to teach a child—many equally good. It's hard on a child, however, if one method is tried several days, then another and another. The child hardly knows where he stands. For this reason, consistency is required. *Affection* must be provided year in and year out, without great variation. *Approval* and *respect* aren't effective if what is allowed today is scorned tomorrow, and *help* must be given when actually needed so that, when ready, the youngster will want to "try his wings."

—Nancy Lysen



A young lady confident in her world. Her "world," for the time being, is Dad and Mom—the two folks who can give her the gift of self-confidence. Mutual respect and trust are the common bonds, built gently day after day with support and guidance. It's a two-way partnership based on affection, respect, approval and help. A youngster soon learns that from her folks.